

Course Guide 2003-04

United States and Arizona Government Economics and United States History



Santa Cruz County Courthouse, 1910

George Thomson

Teachweb.org
gthomson@teachweb.org

A letter to my students

My teaching philosophy

*The storyteller makes no choice -Soon you will not hear his voice
His job is to shed light and not to answer. Jerry Garcia*

As your teacher I feel that my job is to shed light, not to give answers. I hope that I challenge you, and that you find this course valuable. Every topic studied in class can be applied out of class in a variety of situations. No matter what you choose to do with your life, the government and the economic system will affect your life deeply. For that reason you must understand what is going on in the government and economy so you can make it work for you rather than you working for it.

The government and economics curriculum is designed to give students a fundamental knowledge of the basic principles and institutions of United States and Arizona government and economy. I will focus also on our local government in an attempt to demonstrate the power of one citizen on her government and how one person can make the economy work for them. You will learn how the laws of supply and demand affect everything.

The course theme is "The role of governmental and economic principles in lives of individuals" In the process of exploring this theme, the required Arizona Standards in Civics, Government and Economics and will be covered.

For American History the course themes are, "using the past as a tool to succeed in the present."

Preparation for the Senior Exhibition will be an important component of this class. The skills a student exhibits in the Senior Exhibition process are central to success in the world. I am proud of the students who have completed their Senior Exhibitions at Nogales High School. I seek to give the future citizen the skills and knowledge to be functioning members of the polity and economy.

In this class you will work in groups, write position papers, complete simulations, take traditional notes and quizzes, be expected to demonstrate and exhibit learning through portfolios, use technology and go beyond the class for learning. Through these activities, I will do my best to get you ready for the world outside this school.

One of the major assumptions of the class is that it will be student, not teacher, centered. This means that you will be active participants in the learning process. The course will be project oriented with students serving as worker and the teacher acting as the coach. I am not the deliverer of information you are the discoverer of new ideas. Only through individual initiative can knowledge be gained.

Above all you will learn to use your minds well. You will hear me talk endlessly about the "habits of mind." Habits of mind are ways of learning to use your mind well. I want to teach you how to think not what to think.

The theme for our class is: The Individual and the Government. How much do we need government to organize and protect our society and culture?

We have one rule in the class, it is "Trust until abused" I trust you until you show me that I shouldn't. You are an adult.

I believe strongly that education is a right. I also feel the professional responsibility to achieve the highest level of training so that I may be a better teacher for you.

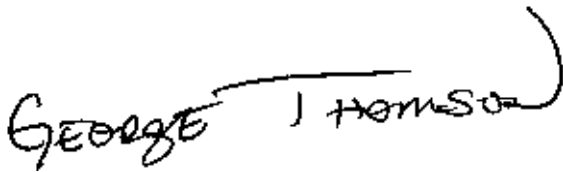
School is a wonderful place as it creates opportunity. Without schools nearly all of us would be under the thumb of someone more powerful. Education is freedom.

Work hard at your education, don't let it slip away; every second counts

I look forward to teaching you. Please review all the information in this packet closely. We will refer back to it often in the class.

Your life is a treasure.

Sincerely,

A handwritten signature in black ink that reads "George Thomson". The signature is written in a cursive style with a long horizontal line extending from the top of the "G" across the "T".

George Thomson
Instructor

Grading, expectations and procedures

My Office Hours

You can find me in room A3 nearly every lunch hour. I am also available Mondays, Tuesdays and Thursdays from 2:15 to 2:45. Feel free to call me at home, before 9PM, or email me with questions at gthomson@teachweb.org

The Habits of Mind

A major focus this course is the development of a student's "habits of mind." The habits of mind are simple processes for thinking. A process, which helps a person learn how, not what to think. A process of thinking which is used in nearly every writing and thinking situation for effective communicators and civic competency.

Students should:

- repeat the question in the answer.
- give evidence.
- state connections to other topics
- state the significance, why is what you are saying important?
- ask "what if"
- state the other side.

In every activity in class, every written assignment, every essay the student should know that the teacher will partially grade the assignment on the student's use of the habits of mind. The teacher and students use these thinking processes so much that they become "habits."

Class Web Page

Teachweb.org is a valuable resource for you; it is our own class web page, for my classes only. The page has articles, assignments, practice tests, class info and lots of other interesting things. Check the page regularly. The address is:

From home

www.teachweb.org

From School:

www2.nusd.k12.az.us/nhs/gthomson.class

Attendance

All school policies regarding tardies and absence will be enforced. In class:

On the fourth tardy you will receive an in-class punishment. On the 5th you will be referred to the office. The school policy for absences applies.

On the fifth absent you will be dropped from the class. Call the teacher any time you know you will be absent. I will work with you to be sure you have the assignments missed.

Call the teacher any time you know you will be absent. I will work with you to be sure you have the assignments missed.

Late Work:

Late work is not acceptable. Assignments are due when they are due. Ten percent of the grade will be taken off for each day after the due date as assignment is turned in to the teacher. Major assignments which have had long assignment periods are due on the due date, **whether the student is in school or not.**

Students who miss a test or quiz due to nonattendance will have to make up that assignment after tutoring time and can expect a different test or quiz (on the same subject) than the one given in class.

Resubmission of assignments:

I encourage you to do your work over, and receive a higher. To do something over the following conditions must be met:

1. The original assignment must be turned in on time.
2. You must staple the original and the redo. I will return it to you un-graded without the original.
3. You have two days to redo the assignment from the day I pass it back to you. No redos accepted after two days.

Grading

Grading will be accomplished with a cumulative points system. Each assignment will be worth a specific number of points as determined by the teacher depending on the difficulty of the task. All assignments must be kept in the class notebook. The points earned in each nine weeks period of the semester will be used to determine your grade. The points of the first nine weeks will carry over to the second. The points in the third nine weeks carry over to the fourth. Listed below are the most common means of earning points:

1. Daily assignments, class participation, reading comprehension and listening skills. (daily assignments will include, but are not limited to: daily journal, vocab lists, bell work etc.)
2. Tests and quizzes- These will require you to express opinions, to discuss class content in more detail, and to explore topics contained in reading, but not covered directly in class. Test will include reading comprehension, spelling and vocabulary. Test will be given on a regular basis, at least three per month. Some tests will be major assignments, some will be quizzes worth fewer points.
3. Position Papers - These will require you to identify a clear thesis, express opinions, analyze problems, and provide evidence. All assignments must follow the YES TEST included. These are a major part of your grade.
4. Portfolios- There are two kinds of portfolios: Unit Portfolios and the big one, the "Senior Exhibition Portfolio." These are major grades and will be based on the unit Essential Question. You will take material from class and out of class work to make the portfolio. See the page in this document that describes portfolio. The teacher will assign each, one per unit. The Senior Exhibition portfolio is required for graduation and its

components (as well as other assignments related to the Senior Exhibition) will be major grades in this class.

5. Article reviews: You will do a short writing that will review various articles. This is a minor assignment. Follow directions. Include the article stapled. State the thesis, or main point, give facts, quotes etc. that develop the these, take a stand on the issue. One page, may be written in first person.

6. Class notebook – Buy a three ring binder and dividers. Your notebook will be checked at regular intervals as a major assignment in-class.

Follow the course outline for the order of your notebook, with the exception of only ONE divider section for the Senior Exhibition.

Keep everything! All handouts, tests, quizzes, homework, notes anything from this class.

Make anew notebook at the second semester.

Students are encouraged to produce their class “notebook” or portfolio on a digital CD.

I reserve the right to change the outline, regardless, use the course outline below.

7. PowerPoint and web page presentations – Frequently the instructor will assign ground to use PowerPoint or web page application to prepare a class presentation.

GRADING POLICY:

The grading scale described in the NHS student body handbook is referenced as part of this contract and is the grading policy of this class. No more than 5% of a grade may be earned in extra credit. The teacher will assign extra credit at his discretion. Extra credit may not be used to raise a grade from a F to a D. A cumulative total of both quarters points will added to determine the semester grade, the final exam is worth 20% of the semester grade. I understand that my current grade will be based on the cumulative total of all points in the semester.

Please see the official NHS Grading Scale that is posted in this classroom and in your student handbook. Semester grade Your semester grade will be determined from a total points basis of the semester (1st and 2nd or 3rd and 4th nine weeks added together).The semester final exam is worth 10% for you semester grade.

The grade of an "A" represents outstanding work which demonstrates leadership, original and critical thinking, proof of the ability to apply learning beyond the classroom, individual initiative, as well as participation beyond that assigned in the regular curriculum. A grade of an "A" will require hard work by the student and will include academic or civic challenges issued by the teacher.

Following the redo policy, you may resubmit your work to earn a grade of an A.

CLASS REQUIREMENTS:

1. Equipment. All students are required to bring their notebooks, pen/pencil, and assignments everyday. Students will not be allowed to go to their lockers to retrieve required class materials.
2. Behavior and participation. Student participation in classroom activities is necessary for the student who wishes to accomplish the most in any class. Being tardy to class is both rude and disruptive. The teacher will give equal treatment to all students. The class

policy on tardies, as stated in this course's student handbook and course guide will be enforced.

3. Expectations -- One of the major assumptions of the class is that it will be student, not teacher, centered. This means that you will be active participants in the learning process. The course will be Exhibition oriented with students serving as worker and the teacher acts as the coach.

The student will visit the class web page at: www.teachweb.org regularly.

4. All assignments are due on the due date. If a student is absent the school policy applies, but they may receive a different assignment. All major assignments (which have had long range working time) must be turned in on the due date, no exceptions. The work must be brought in if the student is absent. A student may redo an assignment if the assignment is turned in on time. Assignments turned in after the due date will have 10% of the total possible points deducted. A student may resubmit his/her assignment for a re-grade if the assignment was turned in on time. The student will have two days to redo the assignment for a higher grade.

Cheating Policy

Students caught cheating will receive a 0 on the assignment or test. Papers which are copied, both students will receive a 0. Plagiarism will result in a grade of a 0. Plagiarism is defined in the NHS rules and policies. The teacher will regularly check papers for plagiarism

RULES OF BEHAVIOR:

1. You must have the necessary "equipment" for class, everyday. These are:
- notebook, pen or pencil, textbook, workbook, any assignment due on that day.
2. No one will be allowed to go to his or her locker during class time. Remember to bring all your materials everyday.
3. Keep hands feet and objects to yourself.
4. No put-downs or teasing.
5. No profanity.
6. All attendance, tardy and make-up work policies as stated in the student handbook will be followed.
7. Follow directions the first time they are given.
8. No food or drinks allowed in the classroom.
9. All other class policies stated by the instructors in writing are referenced as part of this contract.
10. Students not in their assigned seat at roll call are considered absent.
11. No cheating, copying or plagiarism.

US Government and Economics

Course Outcomes

At the conclusion of the course the students should be able to...

- apply and recognize those fundamental principles of government and economics that protect individual liberty, share power and provide safety for the individual.
- understand the relationship between rights and responsibility.

- become an active member of a community.
- understand how supply and demand affects all areas of price and production.
- apply governmental and economic principles to current events.
- develop habits of mind to use your mind well.
- improve skills of formal writing, speaking, communications, reading comprehension, goal setting and planning.
- understand that all knowledge is connected.
- develop a positive attitude toward intellectual activity and a desire for life-long learning.

US Government and Economics

Course Outline

I. Class organization, the Habits of Mind, Intro to the basic principles of the Constitution.

- Essential Question (EQ): How is the class organized what are the fundamental ideas and class requirements?
- Goal: Students will propose a preliminary paper and project.
- Time- Week 1

II. Senior Exhibition Organization / Orientation 2SS-P10

- EQ: What is the Senior Exhibition process and deadlines, and how will the student be graded?
- Time: Week 1

III. Fundamental Principles and History of American Government and Power 2SS-P1, P2, P9, P11

- A.** Power, authority and legitimacy
- B.** Ideas of Niccolo Machiavelli
- C.** AZ Constitution initiative, referendum and recall
- D.** unitary, confederate and federal power arrangements

direct vs. representative democracy Essential Question: How do the principles of American constitutional government reflect a protection of individual liberty?

- Goal: The student will identify and describe the basic principles of American Constitutionalism
- Time: weeks 2 and 3

IV. The Political Spectrum 2SS-D2

- EQ: How are ideas about the role of government and the economy structured and classified?
- Goal: The student will identify political philosophical positions and choose a personal political ideology.
- Time: Week 4

V. The Constitution

2SS-P3

A. The Arizona Constitution

- Essential Question – How did the Constitutional convention of 1787 and the *Federalist* apply the fundamental operational principles of the Constitution?
- Time- Weeks 5 and 6

VI. Fundamentals of Economics

- Essential Question- How are a peoples' choices affected by scarcity?
- Goal: To apply the basic economic problem.
- Time- Weeks two and three of first quarter.
- READ: Applied Economics Junior Achievement Chapters 1, 2 and 3.

VII. Liberty

2SS-P8

A. Arizona Article II

- Essential Question: How is liberty protected by the Constitution?
- Time – Weeks 7 and 8

VIII. The U.S. President- AZ Governor

2SS-P5

A. Article V of the Az Constitution– AZ Governor

1. AZ “dual Executive”

- Essential Question-How is the president elected and what are her responsibilities in constitutional structure?
- Time-8 and 9

IX. U.S. Congress – AZ Legislature

2SS-P4

A. Article IV of AZ Constitution

B. Legislative Simulation

- **Essential Question** - How do the U.S. Congress and the Arizona legislature implement the legislative powers and responsibilities?
- Week 10 and 11

X. Senior Exhibition Project Organization

2SS-P10

Week 12

XI. U.S. / AZ Judicial

2SS-P6

A. Article VI of the AZ Constitution

- Essential Question - What role does the judicial branch play in the application of constitutional principles and the protection of individual rights?
- Weeks 13 and 14

XII. Federalism

2SS-P7

Essential Question- How is power shared between the national and state governments and how does federalism affect individual liberties?

Weeks 14 and 15.

XIII. Senior Exhibition Portfolio Development

2SS-P10

Unit XI - Macro Economics

Essential Question- How does the US Government affect economic rights and the distribution of scarce resources?

Time- Weeks 1 and 2 of the fourth quarter.

READ - Applied Economics Junior Achievement Chapter Twelve - "Government And its Budget." Magruder's - "Comparative Economic Systems."

4SS-P3. Describe how households and firms are interdependent and how their relationship is affected by trade, exchange, money, and banking

4SS-P7. Describe the basic principles of macroeconomics

Unit XII International Trade

Essential Question- How do people in Nogales, Arizona and Nogales, Sonora make money through international trade??

Time- Weeks 5 and 6 of the fourth quarter.

READ - Applied Economics Junior Achievement Chapter Fifteen & Sixteen - "A World of Trade." Magruder's - "Comparative Economic Systems."

4SS-P8. Describe the affects of international trade on the United States and other nations

Unit XIII Personal Economics

Essential Question- What is the economic way of thinking?

Time- week seven of fourth quarter

Materials - Applied Economics — Junior Achievement Chapter Six - "Consumers & Savers."

4SS-P9. Apply an understanding of economics to personal financial choice

American History

Course Outline

G. Thomson

AZ Standards covered throughout the year...

- **1SS-P1.** Apply chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.
- **1SS-P2.** Demonstrate knowledge of research sources and apply appropriate research methods, including framing open-ended questions, gathering pertinent information, and evaluating the evidence and point of view contained within primary and secondary sources.
- **1SS-P3.** Develop historical interpretations in terms of the complexity of cause and effect and in the context in which ideas and past events unfolded.
- **1SS-P18.** Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the United States

Course Outline

I. Independence and Revolution

II. The Constitution

III. The Market Revolution

1SS-P11. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution...

IV. The Civil War

V. Reconstruction

VI. Expansion

A. Technology

B. Westward

• **1SS-P12.** Analyze the development of the American West and specifically Arizona, with emphasis on:

C. Immigration

D. Education

VII. Progressivism

VIII. WWI

• **1SS-P13.** Analyze the United States' expanding role in the world during the late nineteenth and early twentieth centuries,

IX. The Depression

X. The New Deal

XI. WWII

· **1SS-P14.** Analyze the major political, economic, and social developments that occurred between World War I and World War II, including the causes and effects of the Great Depression

1SS-P15. Analyze the role of the United States in World War II

XII. The Cold War

XIII. The New Frontier and the Great Society

XIV. The Civil rights Movement

· **1SS-P17.** Analyze the development of voting and civil rights in the United States

XV. Vietnam

XVI. Nixon and Watergate

XVII. The Technological Revolution – The 1990's

XVIII. The 21st Century

Grading and other Forms

Class Portfolio Yes Test and Grade Rubric

Name:
Class:

1. ___ Housed in a three ring binder or a web page
2. ___ Divided by unit according to the class outline
3. Each section is divided and contains:
___ complete unit notes
___ all unit handouts,
___ all exams
___ all quizzes
___ any other handouts.
4. ___ Contains Senior Project and Position Paper sections
5. ___ Course guide is placed at the beginning of the portfolio.
6. ___ Cover of the notebook and dividers show some artistic creativity
7. ___ Contains at least one self reflection of class and portfolio essay
8. ___ Self reflection papers follow the outline completely
9. ___ Contains a table of contents

Score from page 2 _____/72

Rubric

1. Three ring binder, posted web page or giving to teacher or CD
5 Yes 0 No

2. Organization
All units taught to that point in class are divided and labeled – 10
- 5 points for each unit missing

3. Section contents (5 points each. – 1 point for each handout, quizzes, exams, or day's notes missing)
___ complete unit notes
___ all unit handouts,
___ all exams
___ all quizzes
___ any other handouts.

4. Senior Project and Position Paper sections included– (10 points per section)

- 2 for each assignment missing

5. Cover of the notebook and dividers show some artistic creativity (5)
6. Contains at least one self reflection of class and portfolio essay (5)
7. Self reflection papers follow the outline completely
Outline (2 points per numeral)
I. Units covered to that point
II. Best work of student to that point- Give an example
III. Grade you'd give your self to that point
8. Contains a table of contents
Table of contents has all units listed (2)
Pages are numbered by section (2)
Components of sections are listed (2)

Grade

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

_____ ***Total 72 possible***

H of M / Principles & Article Rubric”

Name:

Date:

Class:

The outline:

- I. Restate and answer the EQ
- II. Cite at least one quote from the article
- III. Cite at least one quote from the article that represents the other side of the question.
- IV. Cite at least one quote from the article which represents a principle of the Constitution

The Yes Test and Rubric

- ___ Follows the outline (5 points)
- ___ Has a clear thesis or position (5 points)
- ___ States the other side (5 points)
- ___ Citations offered as evidence on thesis side (2 points for each up to 6 points)
- ___ Citations offered as evidence on the other side (2 points for each up to 6 points)
- ___ Cites a principle of the Constitution (5 points)
- ___ Cites a quote which demonstrates the principle (2 points)
- ___ Written in third person (2 points)
- ___ Acceptable grammar conventions (5 points)
- ___ States the significance of the thesis (2 points)
- ___ Has a conclusion which restates the thesis (2 points)
- ___ Works cited page and/or prior attribution properly constructed (2 points)
- ___ Interprets the citations with the student’s own words (3 points)

Total _____/50 points possible

Position Paper YES Test

Your Name:

Your Class:

Paper title :

"Yes" or "No"?

- Takes a clear position in thesis
 - Thesis answers the essential question
 - Thesis supported by paragraphs follow
 - Clearly uses "habits of mind." (makes connections, restates question, gives evidence ...)
 - States the significance of the issue
 - Makes connections
 - Follows assignment outline?
 - At least two quotes and or opinion incorporated in essays evidence?
 - Evidence citations are interpreted
 - Thesis restated in conclusion?
 - Problem or issue addressed, analyzed, evaluated or solved?
 - Incorporates and connects a constitutional, current, historical and/or economic principles
-

NHS Six-Trait Writing total score : (1 to 5) = _____ / 20X 4 = _____ / 80

Six-Trait Analytic Writing Assessment

____ Ideas ____ Fluency ____ Organization ____ Conventions

Requirements:

- Follow the outline
- Take a clear position
- Third person writing required
- At least two cited quotes
- At least two clear uses of the habits of mind
- At least one connection
- Apply a principle of the constitution .
- Must state the significance
- Connect current events with principles of the Constitution, economics or historical events

I . State a clear position tot he EQ, this is the thesis

II. Support your thesis with a fact or quote

III. State the other side, support with a quote.

IV. Connect to a principle of the US Constitution, economics or historical document

V. Clearly restate your position and the significance of the issue as a conclusion